

SECOND GRADE ENGLISH LANGUAGE ARTS CURRICULUM SCOPE AND SEQUENCE

August 13-August 21, 2015 should be utilized to establish a QCI Classroom and Review the prior grade's Power Standards and curricular topics.

August 24, 2015 – Unit 1 Instruction Begins

English Language Arts: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language						
Month	Suggested Pacing	Grade Level GHGR Unit	ELA Strand	Grade Level Missouri Learning Standards <i>Power Standards are in Bold and Italics</i>	Academic Vocabulary	Assessment
<i>Pacing was determined using the suggested timelines for Good Habits Great Readers.</i>						
	1-2 weeks	Reading Best Practices				N/A
August-September	4 weeks	Reading Unit 1: Great Readers See Themselves as Readers Writing Unit 1: Descriptive Writing	Reading Foundational Skills	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f Recognize and read grade-appropriate irregularly spelled words. 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4b Read grade level text orally with accuracy, appropriate rate, and expression	<ul style="list-style-type: none"> ▪ Consonant blends ▪ Consonant digraphs ▪ Quotation marks ▪ Descriptive writing ▪ Syllables ▪ Fluency ▪ Comprehension ▪ 5 Ws and an H ▪ Illustration ▪ Character ▪ Setting ▪ Plot (problem/solution) ▪ Connections ▪ Text ▪ Declarative Sentences ▪ Interrogative Sentences ▪ Suffixes 	<p>Acuity K-2 Custom Fall Benchmark (Aug 31 – Sept 18, 2015)</p> <p>STAR Reading Fall Benchmark (Sept 1-15, 2015)</p> <p>Good Habits Great Readers Assessment Handbook</p> <ul style="list-style-type: none"> ▪ Checklist of Habits, Unit 1 <p>Additional Assessments as Needed Include:</p> <ul style="list-style-type: none"> ▪ Oral Language Behaviors Checklist ▪ Early Reading Behaviors Checklist ▪ Retelling Rubric <p><i>Reporting Topics</i></p> <ul style="list-style-type: none"> ▪ <i>Decoding Guided Reading Level</i>
			Reading Literature	<p><i>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></p> <p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><i>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p>		
			Reading Informational Text			
			Response Writing (Shared Reading)	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
			Process Writing (Write Habits)			
			Speaking and Listening	2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		
Language	2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).					



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Month	Suggested Pacing	Grade Level GHGR Unit	ELA Strand	Grade Level Missouri Learning Standards <i>Power Standards are in Bold and Italics</i>	Academic Vocabulary	Assessment
<i>Pacing was determined using the suggested timelines for Good Habits Great Readers.</i>						
October	4 weeks	Reading Unit 2: Great Readers Make Sense of Text Writing Unit 2: Narrative Writing	Reading Foundational Skills	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f Recognize and read grade-appropriate irregularly spelled words. 2.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ▪ Verbs ▪ Connections ▪ Compound words ▪ Apostrophes ▪ Contractions ▪ Possessives ▪ Imperative Sentences ▪ Exclamatory Sentences ▪ Proper Nouns ▪ Decoding ▪ Illustration ▪ Narrative ▪ Sequence ▪ Details ▪ Transition Words ▪ Adjectives ▪ Text ▪ Author's Purpose ▪ Main Idea ▪ Supporting Details ▪ Compound Words 	<p>Good Habits Great Readers Assessment Handbook</p> <ul style="list-style-type: none"> ▪ Checklist of Good Habits, Unit 2 <p>Additional Assessments as Needed Include:</p> <ul style="list-style-type: none"> ▪ Running Record ▪ Oral Language Behaviors Checklist ▪ Retelling Rubric <p><i>Reporting Topics</i></p> <ul style="list-style-type: none"> ▪ <i>Key Ideas & Details</i> ▪ <i>Ideas</i> ▪ <i>Capitalization</i> ▪ <i>Punctuation</i>
			Reading Literature	<i>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
			Reading Informational Text	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.8 Describe how reasons support specific points the author makes in a text. <i>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
			Response Writing (Shared Reading)	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
			Process Writing (Write Habits)	<i>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</i>		
			Speaking and Listening	2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		
			Language	2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 2.L.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		



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<i>Pacing was determined using the suggested timelines for Good Habits Great Readers.</i>						
November	4 weeks	Reading Unit 3: Great Readers Use What They Know Writing Unit 3: Writing to Communicate	Reading Foundational Skills	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3b Know spelling-sound correspondences for additional common vowel teams. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f Recognize and read grade-appropriate irregularly spelled words. 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
			Reading Literature	<i>2.RL.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RL.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	<ul style="list-style-type: none"> ▪ Vowel Teams ▪ Expression ▪ Self-Correct ▪ Revise ▪ Edit ▪ Simple Sentences ▪ Compound Sentences ▪ Informative Writing ▪ Plurals ▪ Letter Writing 	<p>Good Habits Great Readers Assessment Handbook</p> <ul style="list-style-type: none"> ▪ Checklist of Habits, Unit 3 <p>Additional Assessments as Needed Include:</p> <ul style="list-style-type: none"> ▪ Running Record ▪ Early Reading Behaviors Checklist <p><i>Reporting topics</i></p> <ul style="list-style-type: none"> ▪ <i>Inference and Drawing Conclusions</i> ▪ <i>Organization</i>
			Reading Informational Text	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <i>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
			Response Writing (Shared Reading)	2.W.8 -Recall information from experiences or gather information from provided sources to answer a question.		
			Process Writing			
			Speaking and Listening	2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		
Language	2.L.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).					



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<i>Pacing was determined using the suggested timelines for Good Habits Great Readers.</i>						
December - January	4 weeks	Reading Unit 4: Great Readers Understand How Stories Work Writing Unit 4: Creative Writing	Reading Foundational Skills	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3b Know spelling-sound correspondences for additional common vowel teams. 2.RF.3c Decode regularly spelled two-syllable words with long vowels. 2.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.		
			Reading Literature	<i>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RL.3 Describe how characters in a story respond to major events and challenges. 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	<ul style="list-style-type: none"> ▪ Fables ▪ Folktales ▪ Moral ▪ Lesson ▪ Theme ▪ Point of View ▪ Contractions ▪ Dialogue ▪ Multiple-Meaning Words (homonyms) ▪ Verbs ▪ Adjectives ▪ Synonyms ▪ Narrative – Realistic Fiction ▪ Apostrophe ▪ Contractions ▪ Possessives 	<p>Acuity K-2 Custom Winter Benchmark (Jan 11-29, 2015)</p> <p>STAR Reading Winter Benchmark (Jan 4-15, 2016)</p> <p>Good Habits Great Readers Assessment Handbook</p> <ul style="list-style-type: none"> ▪ Checklist of Habits, Unit 4 <p>Additional Assessments as Needed Include:</p> <ul style="list-style-type: none"> ▪ Oral Language Behaviors Checklist ▪ Early Reading Behaviors Checklist ▪ Retelling Rubric ▪ Running Record <p>Reporting topics</p> <ul style="list-style-type: none"> ▪ Language Conventions
			Reading Informational Text			
			Response Writing (Shared Reading)			
			Process Writing (Write Habits)	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
			Speaking and Listening	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		
			Language	2.L.2c Use an apostrophe to form contractions and frequently occurring possessives. 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 2.L.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		



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<i>Pacing was determined using the suggested timelines for Good Habits Great Readers.</i>						
February	4 weeks	Reading Unit 5: Great Readers Read to Learn Writing Unit 5: Informational Writing	Reading Foundational Skills	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3b Know spelling-sound correspondences for additional common vowel teams. 2.RF.3d Decode words with common prefixes and suffixes. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ▪ Capitalization ▪ Punctuation ▪ Multiple-Meaning Words (Homophones) ▪ Commas ▪ Prefixes ▪ Suffixes ▪ Text Features (Captions, Bold-Print, Subheadings, Glossary, Index, Icon) ▪ Main Idea ▪ Author's Purpose ▪ Diagram ▪ Informative Text ▪ Explanatory Text ▪ Compare and Contrast ▪ Adjective ▪ Adverb ▪ Context Clues 	<p>Good Habits Great Readers Assessment Handbook</p> <ul style="list-style-type: none"> ▪ Checklist of Habits, Unit 5 <p>Additional Assessments as Needed Include:</p> <ul style="list-style-type: none"> ▪ Early Reading Behaviors Checklist ▪ Retelling Rubric ▪ Running Record <p>Reporting Topic:</p> <ul style="list-style-type: none"> ▪ <i>Author's Purpose</i> ▪ <i>Non-Fiction Text Features</i> ▪ <i>Sentence Fluency</i>
			Reading Literature			
			Reading Informational Text	<p><i>2.RI.1</i> <u><i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></u></p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><i>2.RI.10</i> <u><i>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></u></p>		
			Response Writing (Shared Reading)			
			Process Writing (Write Habits)	<i>2.W.2</i> <u><i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></u>		
			Speaking and Listening	2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		
			Language	2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.		



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<i>Pacing was determined using the suggested timelines for Good Habits Great Readers.</i>						
March-April	4 weeks	Reading Unit 6: Great Readers Monitor and Organize Ideas and Information Writing Unit 6: Writing to Explain and Learn	Reading Foundational Skills	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3d Decode words with common prefixes and suffixes. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3f Recognize and read grade-appropriate irregularly spelled words. 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a Read grade-level text with purpose and understanding. 2.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ▪ Prefixes ▪ Suffixes ▪ Connection ▪ Root Words ▪ Context Clues ▪ Informative Writing ▪ Explanatory Writing ▪ Pronouns ▪ Proper Nouns 	<p>Good Habits Great Readers Assessment Handbook</p> <ul style="list-style-type: none"> ▪ Checklist of Habits, Unit 6 <p>Additional Assessments as Needed Include:</p> <ul style="list-style-type: none"> ▪ Running Record ▪ Oral Language Behaviors Checklist ▪ Retelling Rubric <p><i>Reporting topics</i></p> <ul style="list-style-type: none"> ▪ <i>Word Choice</i>
			Reading Literature	<i>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> <i>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
			Reading Informational Text	<i>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
			Response Writing (Shared Reading)	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.		
			Process Writing (Write Habits)			
			Speaking and Listening	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		
			Language	2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase. 2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 2.L.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		



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April-May	4 weeks	Reading Unit 7: Great Readers Think Critically About Books Reading Unit 7: Opinion Writing	Reading Foundational Skills	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3d Decode words with common prefixes and suffixes. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondences. 2.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
			Reading Literature	<i>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RL.3 Describe how characters in a story respond to major events and challenges. <i>2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	<ul style="list-style-type: none"> ▪ Fables ▪ Folktales ▪ Moral ▪ Theme 	Acuity K-2 Custom Spring Benchmark (April 18 – May 6, 2016)
			Reading Informational Text	<i>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i> 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	<ul style="list-style-type: none"> ▪ Opinion ▪ Persuade ▪ Suffixes ▪ Adjectives ▪ Adverbs 	STAR Reading Spring Benchmark (May 2-13, 2016)
			Response Writing (Shared Reading)	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ▪ Simple Sentences ▪ Compound Sentences 	Good Habits Great Readers Assessment Handbook ▪ Checklist of Habits, Unit 7
			Process Writing (Write Habits)	<i>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i> <i>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i>	<ul style="list-style-type: none"> ▪ Descriptive Words ▪ Thesaurus 	Additional Assessments as Needed Include: ▪ Running Record ▪ Early Reading Behaviors Checklist ▪ Oral Language Behaviors Checklist ▪ Retelling Rubric
			Speaking and Listening	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		Reporting topics ▪ Voice
			Language	2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 2.L.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		

